**Lesson Plan Title: Grade 6: Language Arts**

Literature Circles

Unit Plan- Sample of Three Lessons

Estimated Timeline for completion of Literacy Circles- Four Weeks

Facilitator’s Guide

**Description of Topic:** Literature Circles is an independent and collaborative project where each student in the classroom will be reading a novel over the duration of approximately a month. There will be roughly 4-5 students in each of the 5-6 groups reading the same novel title. Students will be expected to respond each week to the role they were assigned at the beginning of the week and share it with their group members during weekly group meetings. Students will also be expected to visit Edublog to post comments, questions, and responses to specific questions concerning their reading each week as well. This blogging expectation of the project will give students the opportunity to communicate differently then in a group face to face setting and the chance to gain more confidence and independence when using technology to communicate.

**Concept / Topic:** Literature Circles

Literature Circles provide opportunities to discuss how authors create and craft quality literature. By choosing the literature, recording responses and insights as they read, students take ownership of their learning. They participate in reflective discussions about literature within supportive group environments as well as use technology to share questions, connections, thoughts and opinions with other peers in neighboring Language Arts classes.

Although this project does not throw away the traditional method of completing the assigned roles using a pencil, paper, and duotang, it does incorporates the use of technology through blogging and the options of using different programs in the final project presentation.

**Subject Area Content:**

* Students will need to have an understanding of the different reading strategies that are presented in the literature circles roles
* Students will need to know how to complete each of the roles of literature circles after it has been introduced and modeled by the teacher
* Students will need to have an understanding of using Edublog- which a tutorial will be given and a walk will be modeled.

[http://www.youtube.com/watch?feature=player\_embedded&v=aLpMEiwFYE4#](http://www.youtube.com/watch?feature=player_embedded&v=aLpMEiwFYE4)!

**Goals:**

**Speaking and Listening**

* Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.
* Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

**Reading and Viewing**

* Students will be expected to select, read, and view with understanding a range of literature
* Students will be expected to interpret, select, and combine information, using a variety of strategies
* Students will be expected to respond personally to a range of texts.

**Writing and Representing**

* Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.

**Technology**

* Apply positive, safe and ethical behaviors when using ICT
* Communicate effectively by designing, developing, publishing, and

presenting multimedia and online products

**Objectives:**

* select, independently, texts appropriate to their range of interests and learning needs
* to develop personal responses to a text
* to experience peer sharing of understandings, interpretations, and comments about a text
* to extend students' comprehension of literary selections
* to involve students in discussion, negotiation, compromise and decision-making in a group setting
* to develop good reading strategies
* to use technology to voice their responses, questions, and ideas about the novel read.

**Materials:**

Laptop, smart board, an assortment of novels geared towards grade 6 students, lower level books to target students still reading below the letter P, class set of duotangs, and a photocopied packet for each student, a book contract for each student and a selection of novels and computer lab access.

**The following is a list of novels that would be age appropriate for grade six students:**

*Hatchet* by Gary Paulsen,

*The Incredible Journey* by Sheila Burnford

*Ice Magic* (lower level) by Matt Christopher

*Holes* by Louis Sachar

*Manaic Magee* by Jerry Sainelli

*Bridge to Terabethia* by Katherine Paterson

*Escape from Warsaw* by Ian Serraillier

*Island of the Blue Dolphin* by Scott O’Dell

*Number the Stars* by Lois Lowry

**The following are a list of high interest novels for the struggling reader:**

*The Kid is Lost* by Paul Kropp

*Ghost House* by Paul Kropp

*Choose Your Bully* by Lori Jamison

*Bats in the Graveyard* by Sharon Jennings

**Links to internet sites used:**

* Why Blog- <http://www.youtube.com/watch?v=NN2I1pWXjXI>

<http://edublogs.org/>

Edublog tutorial-

[http://www.youtube.com/watch?feature=player\_embedded&v=aLpMEiwFYE4#](http://www.youtube.com/watch?feature=player_embedded&v=aLpMEiwFYE4)!

Bitstrips- <http://www.bitstrips.com/>

Glogster- <http://www.glogster.com/>

**Day 1: Introduction of Literacy Circles**

Introduce the topic by explaining that the class will be participating in Literacy Circles over the next four weeks in Language Arts. Present the Powerpoint presentation on titles that will be available as a selection.

Explain that each student will be choosing a novel at their reading level and will be grouped with 4-6 other students with the same title of novel. They will be responsible for reading a pre-determined amount of pages or chapters for each week and are to complete the assigned roles for each week from their Literature Circles duotang. Each Friday students will be meeting in their group to share their roles and hold a discussion over the parts of the book that have interested them or that they have questions about. Another expectation is to visit the Edublog Literacy Circles page and find their specific novel title. There will be a discussion question posted each week that you will be expected to respong to. Not only your group members in this class will be responding but students from two other Language Arts classes will be as well. Watch the, ***Why Blog*** Youtube video. Discussion will continue concerning what appropriate and inappropriate blogging looks like using a T-Chart organizer. If comments are inappropraite the student will be removed from the blog.

**Step-By-Step Procedures:**

Distribute a piece of paper where students may write their name and list their top three picks from the slideshow presentation and book talk review of the available selections.

|  |  |  |
| --- | --- | --- |
| **Name:** | **Title** | **Author** |
| **Pick #1:** |  |  |
| **Pick #2:** |  |  |
| **Pick #3:** |  |  |

After distributing the “Picks” paper, place the book selections with multiple copies of each title around the room. Allow all students to browse the titles so they can complete their book selection table above. Approximate time 5-10 minutes. While the students are making their selections encourage each of your struggling readers (pull aside individually to speak casually) to choose a high interest lower level pick as one of their selections. Encourage this by explaining to the student they will enjoy reading one of these titles more because they will be at their reading level and will not find the selection as hard to read.

Once sufficient time has been given for all students to make their selections, ask them to return to their seats and collect their papers.

Next, explain that after school you will be pulling their picks from a bag (you let them know this so they think it is done fairly) and each name pulled will be given preference to their top pick. Explain that each person should be getting one their their top three selections. Explain that in tomorrow’s class, groups will be displayed on the Smartboard and a book contract for them will be given for them and their parents to sign to ensure the responsibility of the book is in their hands.

Next, handout a duotang with the Literacy circles Packet attached inside. Tell each student to label the duotang with their name and with the title of ***Literacy Circles***. After completing this, have the class turn to the smart board where you will be reviewing each of the roles within the duotang, as well as, the Literacy Circles expectations.

**Day 2: Continuation with Literacy Circles**

**Introduction:** Explain to students they will be continuing on with the Literacy Circles requirements today and will be reviewing all roles and expectations as well.

Bring students attention to the Smartboard displayed at the front of the room with the book titles chosen for Literacy Circles (top 6) and the students’ names who were assigned to each title.

(8 minutes) Next, handout a Book Contract below and explain that the safe keeping of this book is their responsibility. If they lose or damage the book it will need to be replaced or the cost of the book will need to be paid. Explain that each student’s parent or guardian will be e-mailed the Book Contract and or a paper copy will be going home today for signature. It is for homework to have a parent or guardian sign the contract and be brought back tomorrow. Stress that books will only be released outside of the room if the contract is signed.

|  |
| --- |
| **Book Contract**  I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, take responsibility for the safe keeping of my novel, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I realize if I lose or damage the book I will need to replace it by purchasing another or paying for the cost of the book.  Signature of student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature of parent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Next distribute labeled Literacy Circles duotangs to each student in the class. Ask them to turn to the first page and copy down their group members names.

(15 minutes)After this has been completed ask students to turn their attention to you. You will read them a short story (one of your choice). Once you have completed the reading you will model all roles to the circle using the story. Completed roles will be brought up on the smartboard using smart board applications.

(30 minutes) Once story is completed, ask students to turn to page 4 of their packet to the Character Captain role. Invite students to provide suggestions for completion of each role based on the short story read. The teacher’s role is to encourage the students to use higher level thinking skills to complete each role thoughtfully and creatively.

Each of the six roles will need to be modeled, starting with Character Captain, Connector and ending with Discussion Director.

**Conclusion:** Wrap-up the class by collecting the doutangs and having students copy their homework in their agendas to get Book Contracts Signed.

**Day 3: Continuation of Literacy Circles**

Homework Check: Collect Book Contracts that were assigned for homework the previous day. Distribute novels to the students that brought back their contracts signed. Stress the importance to the ones that have not.

Lesson: Next continue with model lesson and complete the last three roles of Artistic Adventurer, Vocabulary Enricher, and Literary Luminary. Modeling will ensure that each student has a better understanding of the role requirements and expectations for completion.

Introduce final project Expectations- Students will be given the opportunity to create a project that will reflect their novel.They may work with a partner or individually on this project. Final project will be due at the end of week 4. Review Final Project otions below.

**Final Project Topics**

Here are several creative suggestions to present your book using technology. Choose one of the following options to present your projects: Bitstrips, Glogster, PowerPoint, or create a video presentation.

1. If a journey was involved, illustrate a map with explanatory notes of significant places. (PowerPoint)
2. With another student, do a pretend interview with the author or with one of the characters. (video)
3. Act out a small scene or a dramatic reading from the book. It may be a scene that made you laugh, made you cry, made you think about things that happened to you, made you think about things you never thought about, or made you say, “WOW”! (Video)
4. Make a collage representing pictures or symbols of happenings in the book relating to a character or the plot. (Glogster)
5. Complete a series of five drawings that show five of the major events in the plot of the book you read. Write captions for each drawing so that the illustrations can be understood by someone who did not read the book. (Bitstrips)

**Don’t forget that you will be marked on presentation as well (voice level and pace, eye contact with audience, evidence of preparation).**

After all roles have been modeled scroll to peer assessment rubric page. Explain to students that it will not only be me assessing their performance it will be their group members and themselves. Explain that each member is to keep notes on the bottom of the peer assessment page at the end of each group meeting. Encourage the students to keep notes on each member if they were prepared, present for meeting, and engaged in discussion. These notes will help them complete the rubric at the end of the final group session.

Next draw the class’s attention to the next page titled self assessment. Explain that they will be assessing their contribution, readiness, involvement, and participation at each of the meetings by completing this page at the end of each group meeting.

Also explain that I will be circulating the classroom during each group meeting and taking notes on my observational template. Show the students a copy (attached) so they are away of how I document their discussion and readiness to participate.

Allow students to get together with their group and determine what role(s) each group member will have to complete and present for their first meeting, the following week. Explain that it may be necessary for each individual to be assigned to two roles for two out of the four weeks to ensure all six roles are completed at the end of meeting number four. It is important that a person presents a different role from the packet.

After this, time will be given for all groups to meet together to divide their books into, roughly, four equal parts and copy down the chapter/page numbers that have to be read for each of the four weeks on the first page in their packet.

 Make sure each group is clear on what chapters need to be read for each of the four weeks and what roles need to be completed for the first meeting. Also stress that each student needs to come to Language Arts class each day with their duotang and novel because if they are finished work early they can work on reading or completing their roles. Explain that class time will be given but it will be and ongoing homework assignment as well.

**Note to Teacher:** During each group meeting you will circulate the room observing students participation, preparedness, and behavior in the group. See observation notes template attached. You may need to answer a few questions the first meeting, but overall try not to take too much control of anyone group unless absolutely necessary. One of the objectives is for the students to take a leadership role in their own learning and be able opt work together to create a meaningful learning environment centered on their roles about the novel they are reading.

**Assessment:**  Assessment will be a collaborative effort shared between peers, self and teacher. See Rubrics attached for peer assessment, and final project assessment.

**Adaptations (For Students with Disabilities):** Accommodations that will be made for students with learning disabilities or difficulties are: available text at a range of reading levels suitable for students who are modified in reading. Assisted technology availability if stated as an accommodation such as laptop/computer usage where roles are saved to a word document and can be completed by typing instead of writing. Reduced expectations of completion of only four of the six roles assigned.

***Middle School Literature Circles***

***Peer Assessment Rubric***

Name: Date:

Title of Book:

Write the names of your group members below:

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For each statement below, rate the performance of other members of your group according to the following scale.

0 = never 3 = usually

1 = rarely 4 = always

2 = sometimes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group Behavior | Member 1 | Member 2 | Member 3 | Member 4 |
| Attended meetings |  |  |  |  |
| Came prepared (Read appropriate sections of book; had roles ready) |  |  |  |  |
| Respected the views of others |  |  |  |  |
| Shared ideas, information and showed a general interest in discussion |  |  |  |  |
| Comments: |  |  |  |  |

***Middle School Literacy Circles Final Project***

***Rubric***

Name: Date:

Title of Book:

A- Excellent C- Satisfactory

B- Very Good D- Below Expectations

**Comments Letter Grade**

|  |  |  |
| --- | --- | --- |
| **Technology Used:**  PowerPoint  Bitstrips  Glogster  Video |  |  |
| **Presentation:**  (Neat, creative, eye-catching) |  |  |
| **Content:**  (Based on CAMET standards: content, organization, word choice, voice, conventions) |  |  |
| **Oral Presentation:**  (Voice level, pace, engagement with audience, prepared) |  |  |
| **Overall Mark** |  |  |